



Dear parents and carers,

We've done very well so far to avoid having to isolate any of our bubbles. The children have adjusted well to new routines and these are now fully embedded and form part of the daily

routine. It is however crucial that we don't become complacent with any of our hygiene rituals and social distancing rules, as unfortunately cases across Warwickshire are rising and many local schools have had to isolate groups of children. When / if we do find ourselves in a situation where we have to isolate a bubble, you will be fully informed. It will be at this point that learning will go online. Teachers will deliver live lessons on Microsoft Teams (see instructions below) and continue to set learning on See-Saw.

Autumn 2 Curriculum Projects

We will be starting new curriculum projects after half-term. Please see below for more detailed information to support your child's learning. Next half-term's projects will be: Why do zebras have stripes? (YN/R); Through the Ages (Y1/2/3); and Pharaohs (Y4/5/6).

In-Service Training (INSET) Days—School Closed

School will be closed for staff continuing professional development on the following dates:

Monday 23rd November 2020

Monday 4th January 2021

Autumn Half-term Term Holiday

Monday 26th October 2020—Friday 30th October 2020. We look forward to welcoming children back on Monday 2nd November.

Flu Vaccinations

The provisional date for pupils to receive their flu vaccinations is Friday 11th December. A letter will be sent to you electronically approximately two weeks before this date. The letter contains a link to an online consent form. The immunisation team will vaccinate one "bubble" at a time, decontaminating their working area in between each bubble and at the end of the session.

Best wishes, Juliette Westwood, and all the staff at Lighthorne Heath.

Happy half-term!



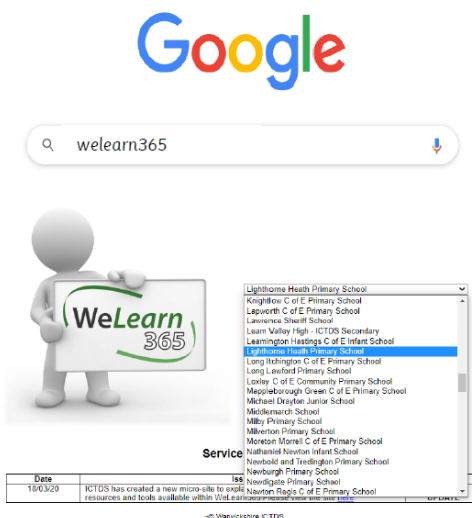
Access to Microsoft Teams

Microsoft Teams provides your child/children with a safe video conferencing platform, as it is provided through their WeLearn365 Learning Portal. The participants of any video conference will be controlled and supervised by the class teacher only.

Step 1:

Please go onto your preferred search engine and type in 'welearn365' and press enter.

Please click on the first result titled 'WeLearn365 Home Page'.



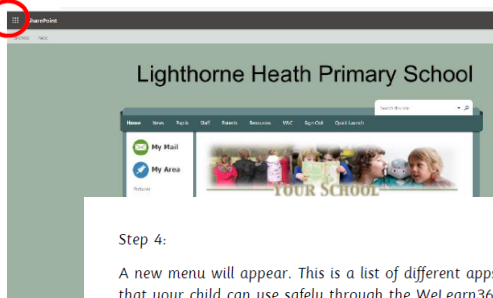
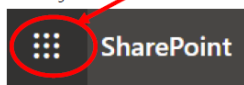
Step 2:

On the next page you need to find the 'Sydenham Primary School' link from the drop down menu and click on 'go'.

Step 3:

You are now logged into the school's WeLearn365 portal.

From here you will need to direct yourself to Microsoft Teams by clicking here.



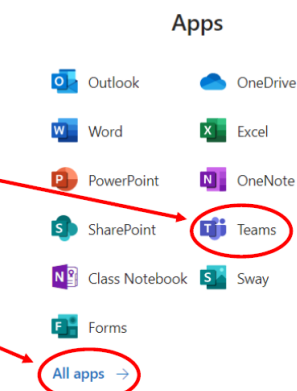
Step 4:

A new menu will appear. This is a list of different apps that your child can use safely through the WeLearn365 learning portal.

Next, click on Microsoft Teams.

If you do not see the app Microsoft Teams,

You need to click on 'All apps'. This will give you the whole range of Microsoft apps. You should be able to find in this list.

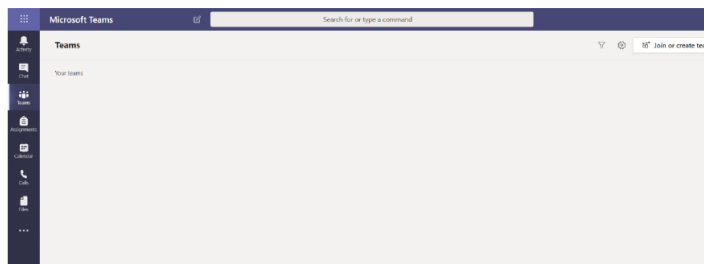


Step 5:

Once you have clicked on Microsoft Teams, it will take you to your child's Teams homepage.

Your child will have already been added to a 'group' that their teacher has created.

This group is where your child's teacher will host the video conference calls.



Microsoft Teams can be used as an app on any device, for free. This includes iPhones, iPads, Android Smartphones and Android Tablets. Furthermore, Microsoft Teams can also be downloaded as an app onto your computer or laptop. Search in your devices 'app store' to find and download it.

Once downloaded, the app will ask for log in details. You simply use your child's WeLearn365 username and password.

Instructions for accessing Microsoft Teams for live lessons

(in case of bubble closures or full lockdown)

These instructions will also be emailed out to all parents and carers via Teachers2parents.

Nursery and Reception Are Carrots Orange?

Looking at Learning



UN Convention on the Rights of the Child

Article 24 Health & Health Services: You have the right to the best health care possible, safe water to drink, nutritious food, a clean and safe environment, and information to help you stay well

Article 28: Right to Education

Article 31: Right to leisure, play and culture

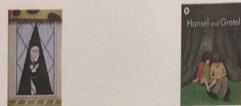
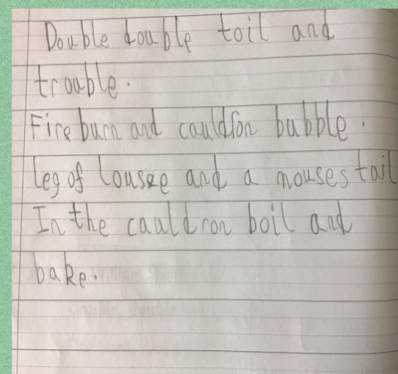
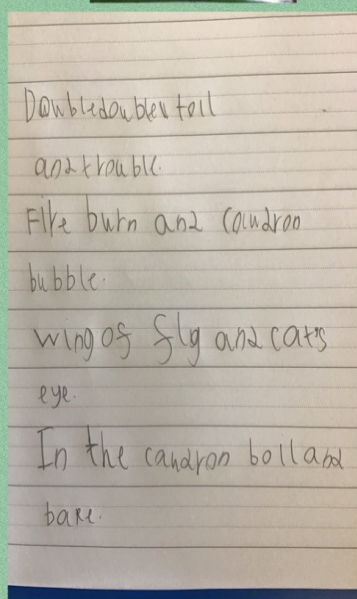
Year 1/2/3

Reading and Writing

Looking at Learning



Guided Reading/Literacy Hansel and Gretel.



The Witches' Spell from Macbeth

By William Shakespeare

Double, double toil and trouble;
Fire burn, and cauldron bubble.
Fillet of a fenny snake,
In the cauldron boil and bake;
Eye of newt and toe of frog,
Wool of bat and tongue of dog,
Adder's fork and blind-worm's sting,
Lizard's leg and owl's wing,
For a charm of powerful trouble,
Like a hell-broth boil and bubble.
Double, double toil and trouble;
Fire burn, and cauldron bubble.



This week we have continued our story 'Hansel and Gretel' by Anthony Browne. We have enjoyed the part when the children arrive at the gingerbread house and are greeted by the witch. We learned the poem 'The witches spell' from Macbeth. We played some language/ rhyming games to become more familiar with the poem. We then had a go at writing our own rhyming spells using the poem structure for support.

PIC•COLLAGE

Year 4/5/6

Burps, Bottoms and Bile

LO: To cook a savoury dish

Tuesday 20th October 2020



Today we worked together to make pizzas. We each had different jobs. After making the dough we added tomato and cheese, then we added our own toppings before putting them in the oven to cook.



Year 4/5/6

Burps, Bottoms and Bile

LO: To taste and review our cooking

Tuesday 20th October 2020



We ate our pizzas and described them using ambitious vocabulary. In the afternoon we wrote reviews.



UN Convention on the Rights of the Child

Article 28: Right to Education

Article 29: Goals of education

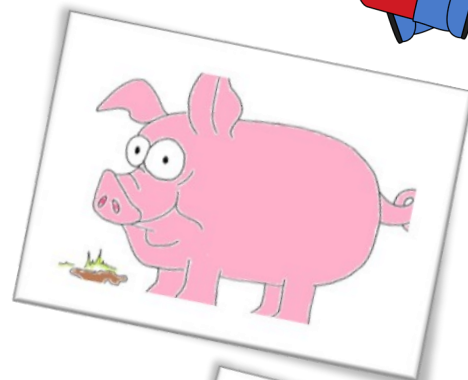


Lighthorne Heath Learning Heroes



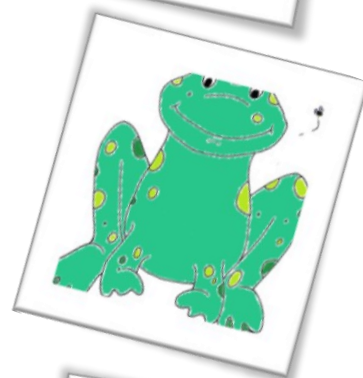
Nursery and Reception

This week, Robert has spent more time concentrating on fine motor activities. He has been working hard to make his colouring neater and really had a go (like Pinkey the Pig) to write the letter 'k'. Robert is a good friend and has a fun sense of humour, making us all smile.



Year 1/2/3

Mrs Hill's and Mrs Munday's Lighthorne Heath Hero for this week is Amanda for trying her best like the frog and for working hard like the elephant. She has made a big improvement in her handwriting this term, well done!



Year 4/5/6

Mrs Cox's Lighthorne Heath Hero nomination is Lucien. He has been working so hard with his reading. He has concentrated like the eagle and had a go like the pig which means he has kept improving like the frog. Consequently, he has moved up a reading level. Lucien has started to read at home every night which is reflected in the progress he has made. Keep up the good work!



UN Convention on the Rights of the Child
Article 29: Goals of education



YN/R



Why do zebras have stripes?

Parent Information

Hamjambo! Why do zebras have stripes? Where do lions live? It's time to discover amazing Africa and the wild animals that live there.



This half term, we'll be visited by an African dance or music group who will teach us to dance, sing and play instruments. We'll learn where Africa is and what the landscapes, people and wildlife are like across this stunning continent. Who are the Maasai? What is camouflage? Where is the Serengeti? Let's find out! We'll learn about what school is like for African children, use our senses to explore a 'market stall' of African foods and make African-style pancakes to fill with delicious ingredients. We'll use our imaginations to explore African animals, record animal noises and write our own call and response songs. Using sticks, we'll make African-themed marks in soggy soil, and create an African landscape using sand, rocks, gravel and driftwood. In mathematics, we'll count and estimate animal numbers and in literacy, use labels and captions to identify animal traits. Then we'll get creative, tapping out syllables on drums as we talk and trying our hand at African printing.

At the end of the project, we'll make a book out of the photos we've taken. Then we'll write a funny story about wild animals in unusual settings and play in the wild outdoors, pretending to be our favourite African beasts.

Help your child prepare for their project

Africa is awesome! Why not visit your local library together to find out more about this cool continent? You could also curl up on the sofa and watch *The Lion King*, *Tarzan*, *Born Free* or *Madagascar*. Alternatively, tear up coloured paper and work together to make a vibrant animal collage. Can you include a range of animal markings?

Suggested text	Handa's Surprise; One Day on our Blue Planet: In the Savannah; Anna Hibiscus; All Aboard for the bobo Road; Bringing the Rain to Kapiti Plain
Memorable experience	African dance
Innovate challenge	Amazing animals!
CLD	Listening and attention; Understanding; Speaking
PD	Moving and handling
PSED	Self-confidence and self-awareness; managing feelings and behaviour; making relationships
English	Reading; writing
Maths	Numbers; Shape, space and measures; Power Maths
World	People and communities; The World; Technology
Exp A&D	Exploring and using media and materials; Being imaginative

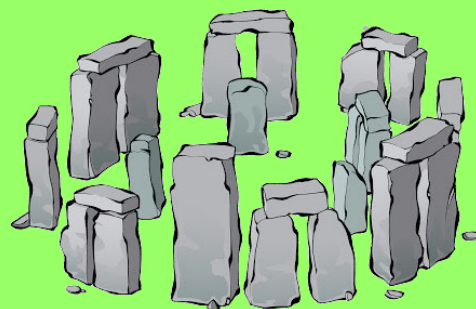
Y1/2/3

Through the Ages Parent Information



time and sequence dates to make a timeline. They explore

In the Through the Ages project, your child will learn about three different periods of British prehistory: the Stone Age, Bronze Age and Iron Age. They will discover terminology relating to



over time, including how the discovery of different metals changed the way that people lived.

the changes to people, homes and lifestyle throughout the different periods and investigate examples of prehistoric settlements, monuments, burials and artefacts in detail. They will also study how technology improved

Linked text	Stig of the Dump by Clive King
Memorable experience	Prehistoric virtual visit
Innovate challenge	Archaeological investigation
English	Narratives; instructions; cinquains; chronological reports
History	Historical vocabulary; Prehistory; Stone Age; Bronze Age; Iron Age; chronology and timelines; everyday life; tools and weapons; settlements; stonework and metalwork; religion and beliefs; wealth and power; invention and ingenuity; evidence and enquiry
Art and Design	Prehistoric pots
Design Technology	Making pots using malleable and rigid materials
Geography	Human features; Stone Age monuments

Y1/2/3

Through the Ages Parent Information

Through the Ages

Prehistory in Britain started c750,000 BC, when several species of humans arrived from Europe. Prehistory is divided into three main periods, the Stone Age, Bronze Age and Iron Age. Each period is named after the main material used to make tools at that time.

Stone Age			Bronze Age	Iron Age
Palaeolithic c750,000–c10,000 BC Duration: 740,000 years	Mesolithic c10,000–c4000 BC Duration: 6000 years	Neolithic c4000–c2500 BC Duration: 1500 years	c2500–c800 BC Duration: 1700 years	c800 BC–AD 43 Duration: 843 years

Stone Age

Tools and weapons – Tools were made from stone, wood and bone. They were used for digging, hunting and chopping.

Everyday life – Stone Age people were hunter-gatherers. They followed and killed animals and gathered seasonal food. They made clothes from animal skins and created cave art.

Settlements – People lived in temporary shelters or caves in the Palaeolithic. People lived in more permanent settlements in the Neolithic.



Beliefs – People built monuments, including stone circles, henges and earthworks. Historians believe that they used these monuments for gatherings and worship.

End of the Stone Age – The Beaker folk arrived from Europe and brought their knowledge of metalworking to Britain.

Bronze Age

Tools and weapons – Bronze tools were sharper, stronger and more efficient than stone tools. Bronze tools were owned by the wealthy.

Everyday life – The Beaker folk brought their knowledge of metalworking and pottery making to Britain. Bronze tools made farming more efficient, so there was more food and the population grew.

Settlements – People lived in permanent settlements, in roundhouses. They used walls and fences to protect their homes.



Beliefs – People were buried with objects, including Bell Beaker pottery, to use in the afterlife. They threw weapons and objects into rivers as offerings to the gods.

End of the Bronze Age – People stopped using metal during a time called the Bronze Age collapse.

Iron Age

Tools and weapons – Iron tools and weapons were sharp and strong. Everyone could own iron tools and weapons, not just the wealthy.

Everyday life – Iron tools made farming more efficient and iron weapons were available to everyone. Tribes attacked each other to steal their land, food and possessions. People created art, music and poetry.

Settlements – People lived in hillforts surrounded by ditches and fences to stop attacks from enemy tribes. People lived in roundhouses inside the hillfort and farmed the land outside.



Beliefs – Priests called druids led worship. Humans were sacrificed as offerings to the gods. People threw votive offerings into rivers and lakes.

End of the Iron Age – The Romans invaded and conquered Britain in AD 43. They created written records, so this event ended prehistory in Britain.

Definitions of time

There are many words that are used to describe time.

BC and AD The birth of Jesus Christ separates time into two eras, BC, before Christ, and AD, after Christ was born.

BCE and CE Sometimes, BC and AD are replaced by BCE and CE.
BCE stands for 'before common era' and CE stands for 'common era'.
Therefore, 1 BC is the same as 1 BCE and AD 1 is the same as 1 CE.

era An era is a period of history that begins with a significant event. The birth of Jesus Christ was a significant event that started a new era.

century A century is 100 years.
The first century AD was AD 1–AD 100.
The first century BC was 100 BC–1 BC.

millennium A millennium is 1000 years.
The first millennium AD was AD 1–AD 1000.
The first millennium BC was 1000 BC–1 BC.

prehistory Prehistory is the time before written records were created. In Britain, prehistory ended in AD 43, when the Romans invaded.

prehistoric The word prehistoric relates to any object, animal, person or place that existed before written records began.

Archaeological evidence

Archaeologists find out about prehistoric life by studying the artefacts and settlements left behind by prehistoric people.

Skara Brae is a Neolithic settlement in the Orkney Islands, Scotland. It has well preserved, interconnected houses made of stone.



Stonehenge is a stone circle in Wiltshire, England. It is made of stones from the local area and Wales. The stones line up with the Sun during midsummer and midwinter.



The **Amesbury Archer** was buried near Stonehenge with his tools, including arrowheads, a metalworking stone and some Bell Beaker pottery.



The **Mold cape** was made from one piece of gold the size of a golf ball. It is finely made and archaeologists believe that it was worn by a wealthy tribe leader.



The **Snettisham Great torc** was made during the Iron Age. It was worn around the neck and is crafted from twisted gold strands.



The **Battersea shield** was found in the river Thames. Archaeologists believe that it was put in the river as a votive offering to the gods in the Iron Age.



Glossary

archaeologist	Someone who studies artefacts from the past.
artefact	An object made by a person that is of historical interest.
Beaker folk	A group of people who travelled from Europe at the beginning of the Bronze Age and brought metalworking and pottery making skills to Britain.
bronze	A metal alloy made by mixing copper and tin.
Bronze Age collapse	A period at the end of the Bronze Age, when society collapsed in Britain and Europe.
Celts	A group of people who travelled from Europe and brought their ironworking skills to Britain.
circa	Abbreviated to 'c' and used before a date to show that the date is approximate. For example c2500 BC.
hillfort	A settlement built on a hill that is protected by ditches and fences.
stone circle	A circular arrangement of standing stones.
sacrifice	An animal or person that has been killed and offered to a god or gods.
torc	A rigid neck ring made from metal.
votive offering	An object placed in water or the ground as a gift to a god or gods.



Y4/5/6 Pharaohs Parent Information



Let's travel back 5000 years to ancient Egypt, cruising along the Nile and entering a world of mysteries, curses and mummies.

This half term, we are going to learn first-hand about the gruesome, yet fascinating, process of mummification. We'll write a report about Howard Carter's famous discovery and use different sources to research Tutankhamun's tomb. We'll also consider whether it was right to open Tutankhamun's tomb, or whether it should have been left as it was. Our work will inspire us to write some exciting Egyptian mystery stories and non-fiction books and the internet will provide us with information to make fact files. We'll draw Egyptian artefacts in detail, focusing on symbols and design features. Studying historical sources will help us learn more about the Pharaohs, the Egyptian gods and ancient religious beliefs. We'll find out about the food that was eaten at the time, make some Egyptian bread and use recycled materials to build model tombs.

At the end of the ILP, we'll think about how the ancient Egyptians contributed to world history, then create and present a guide about ancient Egyptian sites.

Help your child prepare for their project

It's amazing that a civilisation from 5000 years ago still influences the way we live today, from mathematics to bowling! Why not try a variety of fruits for dessert that the ancient Egyptians would buy from their local market? You could taste juicy cantaloupes, sweet dates or flavour-some plums. You could also visit your local library to learn about the amazing world of ancient Egypt. Alternatively, use online maps to look at famous Egyptian landmarks and track the course of the Nile.

Linked text	Phoenix Code by Helen Moss
Memorable experience	Mummification scene
Innovate challenge	Egyptian funeral preparations
English	Chronological reports; fact files; research skills; mystery stories
History	Ancient Egypt
Art and Design	Drawing artefacts; headwear; hieroglyphic amulets
Design Technology	Egyptian food; making tombs and pyramids
Geography	Human and physical features of Egypt; the River Nile; tourism
P.S.H.E.	Moral issues; customs and beliefs; role play
Science investigations	Why does milk go off?



Y4/5/6 Pharaohs Parent Information



Pharaohs

Egypt

Egypt is in the north-east corner of Africa and is well-known for its ancient history and culture. Much of Egypt is covered in desert and there is very little rain. The Nile is the main river that flows through Egypt.



Life in ancient Egypt

The Nile played an important part in the daily life of the ancient Egyptians. It provided water, food, transportation and excellent soil for growing food. The people of ancient Egypt built cities, temples, palaces and pyramids on both sides of the river and created a great civilisation. The Egyptian people were ruled by a pharaoh. Pharaohs were the richest and most powerful kings or queens and were believed to be messengers of the gods. The rest of the people were organised into a very strict hierarchical system of viziers; nobles; scribes; priests; farmers, craftspeople and soldiers; peasants and slaves.

Famous pharaohs

Khafra, c2558-2532 BC

Khafra was responsible for the building of Giza's second pyramid and his face is believed to be the model for the Great Sphinx that guards the pyramids.



Thutmose III, c1479-1425 BC

Thutmose is thought to be one of the greatest rulers of ancient Egypt. He was very young when he became king, so Hatshepsut ruled in his place until her death in 1458 BC.



Hatshepsut, c1473-1458 BC

Hatshepsut was one of Egypt's most successful female pharaohs and was responsible for the building of a temple at Deir el-Bahri.



Tutankhamun, c1336-1327 BC

Tutankhamun became pharaoh when he was only eight or nine years old and Egypt's old religion was restored during his rule.



Ramesses II, c1279-1213 BC

Ramesses had many monuments built, such as the temples at Abu Simbel and Nubia. He was also known as Ramesses the Great.



Cleopatra VII, c51-30 BC

Cleopatra was the last pharaoh of Egypt and ruled with the help of two Roman leaders, Julius Caesar and Mark Antony.



Egyptian gods

Ancient Egyptians believed that many different gods and goddesses controlled the world. They were thought to look like humans and animals and each god represented a different aspect of life in ancient Egypt. The Egyptians performed rituals and built temples to honour the gods.

Ra was the most important Egyptian god. He was the god of the Sun and was thought to be reborn every morning.

Anubis was the god of embalming and the dead. He had the head of a jackal and the body of a man.

Ma'at was the goddess of truth, justice and harmony. She symbolised the balance of life on Earth.

Tefnut was the goddess of moisture and the mother of the sky and the Earth. She had the head of a lioness.



Hieroglyphics

Ancient Egyptian writing is called hieroglyphics.

Hieroglyphics use pictures to represent different objects, sounds, actions and ideas. Each character is known as a hieroglyph. There are more than 700 hieroglyphs. In 1799, a stone carving called the Rosetta Stone was found in Egypt. The Rosetta Stone had the same writing on it in three different languages and helped a Frenchman, Jean-François Champollion, to read hieroglyphics.

Discovery of Tutankhamun's tomb timeline

1922

1st November Carter and his team begin their final season working in the Valley of the Kings.

4th November A boy carrying water for the workers discovers the steps to a tomb by accident.

5th November Carter realises the steps lead to a royal tomb when he uncovers a special stamp.

6th November Carter sends a telegram to Lord Carnarvon to tell him about the tomb and invites him to visit.

24th November Lord Carnarvon and his daughter, Lady Evelyn Herbert, arrive to join Carter and his team.

25th November The door to the tomb is removed and the team enter.

26th November Carter enters a second doorway and discovers strange animals, statues and gold. Carter's team also discover objects that tell them about ancient Egyptian daily life in another room. They begin to remove items from the tomb. This takes seven weeks.

1923

17th February The team begin taking apart a third door. They discover the burial chamber of Tutankhamun.

Discovery of Tutankhamun's tomb

A wealthy Englishman, Lord Carnarvon, was interested in ancient Egypt. He paid for an archaeologist called Howard Carter and a team of workers to carry out excavations in the Valley of the Kings on the west bank of the Nile, where they discovered Tutankhamun's tomb. It took Carter and his team 10 years to remove over 3000 items from the tomb. After the discovery, a series of strange events occurred, including the death of Lord Carnarvon. Many people believed a curse had been placed on Carter's team for disturbing the tomb.



Howard Carter examining the tomb of Tutankhamun

Afterlife

One of the key beliefs in ancient Egypt was that when a person died, their spirit would live again in the afterlife. The ancient Egyptians had special rituals to prepare the body, and the dead were buried with possessions that would help them in the afterlife, such as food, drink, clothes and treasures. The pharaohs had huge tombs built to house their bodies and possessions. These tombs are the famous Pyramids of Giza that are guarded by a sphinx.

Glossary

archaeologist	A person who studies the lives of people who lived in the past.
afterlife	A world the ancient Egyptians believed they would travel to after death.
curse	A statement or warning supposed to inflict harm on someone or something.
Giza	A place in Egypt where large pyramids and the Great Sphinx were built.
hierarchy	A system where members of a society are ranked according to their status.
hieroglyphics	A method of writing used by the ancient Egyptians that used pictures to represent objects, sounds, actions and ideas.
pyramid	A huge, stone tomb built for the wealthy pharaohs of Egypt.
ritual	A fixed set of words or actions that are performed over time, usually as part of a ceremony.
Rosetta Stone	A stone with Greek and Egyptian writing on it, which helped historians to unlock and understand the code of hieroglyphics.
sphinx	A fictional creature with the body of a lion and the head of a pharaoh or god.
tomb	A stone structure or underground room where someone is buried.
Valley of the Kings	A valley in Egypt where many tombs were built.
vizier	An official who was of high importance and served the pharaoh.